

High Trees Nursery

Cinder Lane, Clifford, West Yorkshire, LS23 6HH



Inspection date

12 March 2015

Previous inspection date

7 April 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Children's hours of attendance are not always accurately recorded. As a result, children's well-being and safety is not always fully supported.
- The progress check between the age of two and three does not focus on the support parents can offer their child to develop learning at home.
- Supervision of staff is in its infancy and does not focus on enhancing the quality of teaching to a higher level.
- Older children have minimal opportunities to play imaginatively to promote their social and expressive skills.
- In some areas of the nursery, books are not presented well, which means children early literacy skills are not fully enhanced.

It has the following strengths

- Children are protected from harm as all staff members have a clear understanding of their responsibility to safeguard children's welfare.
- Staff value the good partnerships in place with parents and external agencies. They welcome their support and input into children's learning.
- Children have formed close attachments to the staff, as a result of good settling-in procedures. Children are happy, settle quickly and are confident, which prepares them well for the next stage in learning
- Children behave well and display good cooperative skills when playing together, therefore establishing very good relationships with each other.
- Children enjoy healthy meals and regular fresh air and exercise, which promotes their good health.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that accurate hours of attendance are recorded for all children, on all occasions
- ensure the progress check between the age of two and three contains details of activities or strategies that are intended to be used to meet children's identified needs and how these can be used to support learning at home
- establish regular supervision sessions for each member of staff to monitor the quality of staff performance and help drive improvements in teaching, so that children make progress to a higher level.

To further improve the quality of the early years provision the provider should:

- extend children's imaginative play by providing a wider range of resources with which children can express their own ideas
- enrich the book areas in the rooms used for older children to entice children and encourage their emerging literacy skills, by providing a good selection of fiction and non-fiction books, posters and images that reflect the wider world.

Inspection activities

- The inspector held meetings with the management team and spoke to staff and children when appropriate during the inspection.
- The inspector conducted a joint observation of a creative activity with the manager.
- The inspector observed activities in the indoor and outside learning environment.
- The inspector sampled children's progress records, planning and a range of documentation, including the safeguarding policy, accident and medication records.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's self-evaluation form.

Inspector

Amanda Forrest

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

The staff all interact well with children. They provide a variety of activities and use appropriate teaching methods, which prepare children for the next stage in their learning and school. For example, children throughout the nursery explore paints in different ways. Babies spend time exploring paint with their hands and brushes, while the older children undertake observational paintings of snowdrops. As a result, children's ages and stages of development are supported. Children's confidence and communication skills are supported well throughout the nursery. For example, staff engage babies in games of peek-a-boo and introduce the nursery gerbils into their play. Older children communicate well. They talk about the characters they have come dressed as for a charity event and confidently speak and sing songs in small groups. However, some of the areas in the older rooms do not support children to the fullest. For example, opportunities for children to play imaginatively are limited due to the lack of resources and organisation of the home corners. In addition, book areas are not well presented and do not entice children to use them to enhance their literacy skills. Children's development files are shared on a regular basis with parents, through daily discussions and parents evenings. However, the information shared with parents through the children's progress check between the age of two and three years is not focused on how parents can best support learning at home.

The contribution of the early years provision to the well-being of children requires improvement

The nursery is warm and welcoming. The staff are friendly and the children have positive relationships with their key person and each other. Children receive lots of praise for their contributions to activities and completion of tasks, which boosts their self-esteem. Children have daily opportunities for fresh air. Through physical play in the large garden areas, staff promote physical exercise and develop children's understanding of safety. The children learn about a healthy lifestyle through the provision of healthy foods. Staff effectively encourage children's independence at mealtimes as they learn to feed themselves.

The effectiveness of the leadership and management of the early years provision requires improvement

The manager has a satisfactory understanding of the safeguarding and welfare requirements. Risk assessments, rigorous recruitment and induction procedures are in place to check the suitability of all members of staff. However, daily registers of children's hours of attendance are not always completed accurately, which compromises children's safety and well-being. Self-evaluation is in place and priorities to improve the setting are regularly reviewed. Managers regularly seek the views of staff, parents and older children with identifying areas to improve. Parents comment that they are really pleased with the nursery. In particular, they comment that staff are friendly and approachable. Staff hold appropriate childcare qualifications and access training to further enhance their practice. However, staff supervisions have not been fully established to help the manager to monitor staff performance and identify areas for development.

Setting details

Unique reference number	EY216701
Local authority	Leeds
Inspection number	869728
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	84
Number of children on roll	94
Name of provider	Edward Moore
Date of previous inspection	7 April 2011
Telephone number	01937 541020

High Trees Nursery was registered in 2002. The nursery employs 30 members of childcare staff. Of these, 19 hold appropriate early years qualifications at level 3, including three with Early Years Professional status or Qualified Teacher Status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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